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ABSTRACT

Education in Greece is examined in this document. The first section describes the basic system. Reform legislation of 1976 and 1977 modernized Greek education. The new laws required that school instruction at all levels be given in demotic or spoken Greek rather than formal or purist Greek; that compulsory school attendance be extended from six to nine years; and that vocational and technical education be reorganized as major components of secondary and higher education. The present structure of the educational system is comprised of four levels: primary (6 years of instruction), lower secondary (gymnasium, three years), upper secondary (lyceum, three years), and higher or postsecondary education. Some vocational/technical schools at the lower secondary level still remain but are to be incorporated into the gymnasium by 1983. The Greek educational system is highly centralized and is headed by the Minister of National Education and Religion. Education at all public institutions (including universities) is free of tuition. Private education is available. The remaining sections of the document examine the following parts of the system in detail: elementary education, secondary education, vocational and technical education, higher education, teacher education, musical education, and adult education. Numerous tables are provided. (Author/RM)

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The Educational System of Greece

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SP 013 438

U.S. DEPARTMENT OF EDUCATION

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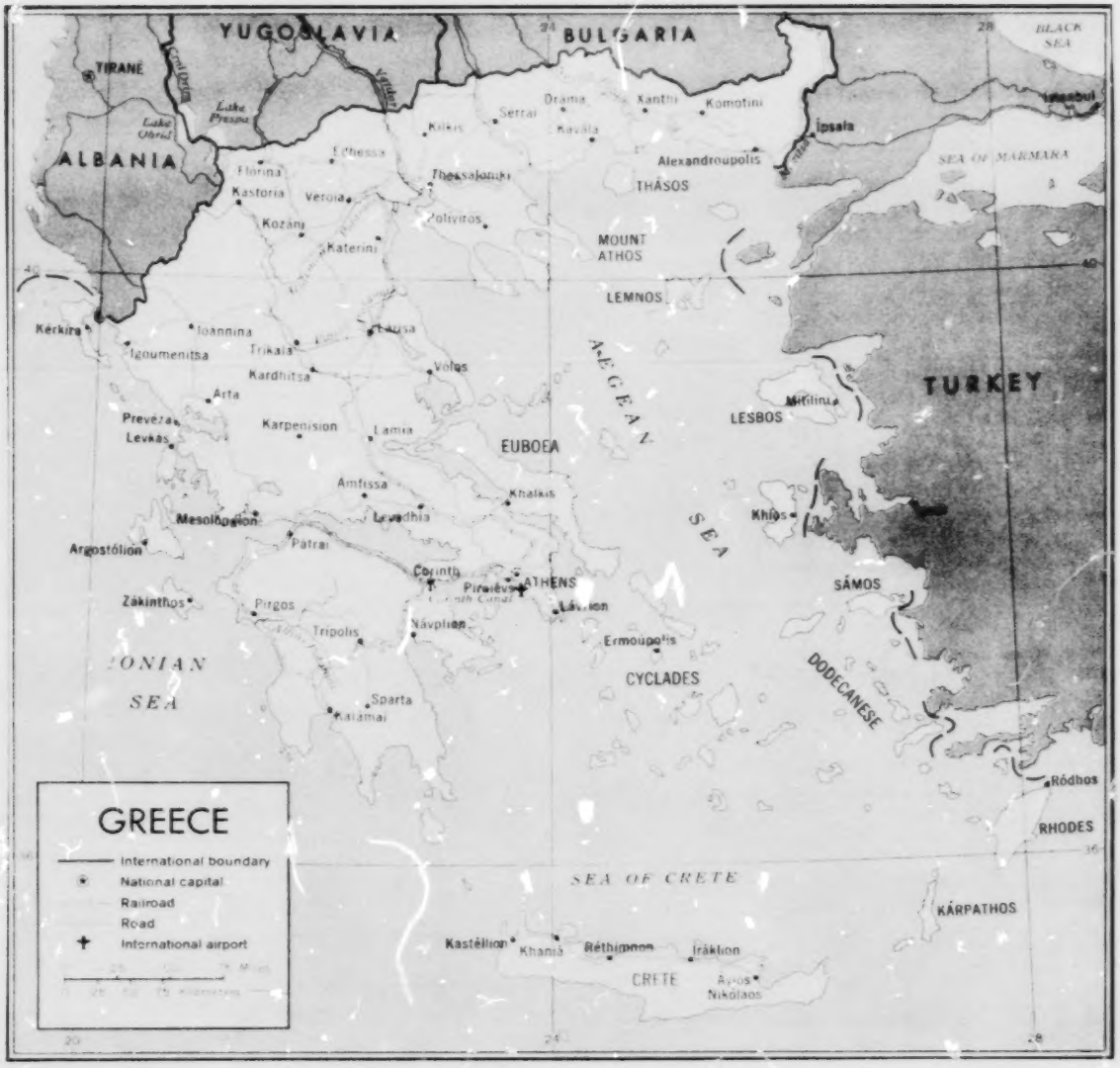


Greece: 1980

The Country and the People

Official Name: Hellenic Republic

Location: Southeast Europe

Size: 51,182 square miles

Main Subdivisions: 51 Prefectures *(nomoi)*

People: An ethnically homogeneous Greek population (96 percent) with small Turkish (1.5 percent) and other minority groups in the northern parts of the country.

Official Language: Greek

Literacy Rate: 90 percent

Religion: 97 percent Greek Orthodox, 2 percent Muslim

Type of Government: Republic

Per Capita Income: $2,564 (1977 est.)

The Basic System

In recent years Greece has made substantial efforts to revitalize its educational system. While still preserving many of the key ideas of classical Greece and of the Greek Orthodox faith, Greece has sought in the post-World War II years to make its education functional in order to meet the needs of a rapidly changing society. Its efforts have been reinforced by its official acceptance into membership of the European Economic Community.

The program to modernize education primarily manifested itself in the reform legislation of 1976 and 1977. The new laws required that school instruction at all levels be given in demotic or spoken Greek *(Demotiki)* rather than formal or purist Greek *(Katharevousa);* extended compulsory school attendance from 6 to 9 years; and reorganized vocational and technical education as major components of secondary and higher education.

Historical Background

Modern Greece takes great pride in tracing its past to ancient Greece and Byzantium. After the fall of Constantinople in 1453, Greeks along with other national groups in the eastern Mediterranean were subjugated to the Ottoman Turks. In 1821, a revolution led by Greek nationalists against the Turks resulted in creation of an independent Greek nation-state in 1830. Once statehood was attained, Greece turned to her own past and to the West for main ideas to guide educational theory and practice.

Both the Spartan *agoge* (rigid training), which aimed to produce devoted soldiers, and the Athenian *paideia,* which was to develop participating citizens, permeated the education received by a Greek born and raised after independence. The Greek Orthodox Church also played a significant role as a source of educational development in that it introduced and perpetuated the idea that the Greek Orthodox faith was synonymous with the creation and survival of an independent Greek nation-state. Contemporary Greek education places great emphasis on Greek Orthodoxy, both in the formal curriculum of the schools and in the informal practices of other socialization agents, such as the family, the peer group, and the army.

As far as Western sources of educational practice are concerned, Greece adopted the so-called Bavarian plan of 1834–36, patterned after the French elementary education law of 1833 (Quizot law) and the Bavarian secondary education system. A three-ladder system was established—one for elementary education (grades 1-4), one for secondary education (grades 5-11), and the third for higher education. Secondary education consisted of two successive cycles of schools, the hellenic schools (grades 5-7) and the *gymnasia* (grades 8-11). The hellenic school provided terminal education and also prepared those who wished to go on to the next stage. The *gymnasium* prepared students to enter the university. This system remained virtually unchanged until 1929.

In 1929, the three levels of formal education were established in a different pattern: the 6-year elementary school; the 6-year secondary *gymnasium;* and the higher education institution. This system has been subjected to some modifications, especially under the Education Acts of 1959, 1964, 1976, and 1977, but still prevails as the general educational framework.

Legal Basis

The legal basis of the educational system lies in the Greek Constitution of 1975 and the various laws passed by the Parliament since the 1950's. Article 16 of the Constitution clearly states that the education of Greek youth is the responsibility of the state. Thus the state is empowered to contribute to the intellectual, psychological, moral, and vocational development of the Greek youth. The same constitutional article extends compulsory school attendance from 6 to 9 years. The current system is based on the Education Acts of 1964, 1976, and 1977. The 1964 legislation introduced a system of free public education for all and compulsory school attendance until the age of 15; initiated a system of electives (including psychology, sociology, economics, and, for female students, nursing, childcare, and home economics); established *Demotike* rather than *Katharevousa* as the language of the schools; accepted translations of foreign texts for classroom use and recognized educators' degrees awarded in foreign universities; and provided greater autonomy for local school administrators.

Such traditional forces as the Greek Orthodox Church, the School of Philosophy of the University of Athens, and the Philological Society rigorously resisted these and earlier reforms as inimical to Hellenic-Christian ideals and traditions. Despite this resistance, and with the help of a small but articulate group of educators, the reforms were officially approved by Parliament in 1964. With the coup of 1967 and the ascendancy of the military regime into power, however, few of the reforms were maintained; the school curriculum as a whole

returned to its pre-reform state by placing renewed emphasis on classical Greek and the Greek Orthodox religion. For example, Law 129/67 required that the demotic language be used only in the early grades of the elementary school (grades 1–4).

After restoration of democratic government in 1974, the laws passed during 1976 and 1977 (primarily laws 309 and 576) tried to revive the spirit of the 1964 legislation and to provide the framework to institutionalize the sought-after reforms. Law 309/76 provided for a system of free general education to include kindergartens, elementary schools, *gymnasia,* and *lycea.* Through the *gymnasium* (or lower secondary school) education is compulsory and unselective. To enter the *lyceum,* an entrance examination must be passed. Successful completion of its programs enables *lyceum* graduates to seek admission into higher education institutions. Law 309/76 also stipulated that the language of class instruction, as well as the language of all textbooks and materials, would be the *Demotike.*

Law 576/77 concerned the reorganization of technical and vocational education. The law sought, directly or indirectly, to provide "parity of esteem" with the traditional purely academic and theoretical education. Historically, students and their parents were attracted only to the purely academic/classical education programs and looked down upon vocational education.

Another law, Law 186/75, had also created the Center of Educational Studies and Inservice Training *(Kentro Ekpedeutikon Meleton Ke Epimorfoseos*—KEME) as an advisory unit to the Minister of National Education and Religion. KEME was empowered to conduct studies and develop educational programs and materials for use in public schools. KEME will be more fully discussed later.

Structure

As the chart indicates, the present structure of the educational system is comprised of four levels: Primary, lower secondary *(gymnasium),* upper secondary *(lyceum),* and higher or postsecondary education. (Some vocational/technical schools at the lower secondary level still remain but are to be incorporated into the *gymnasium* by 1983.)

Primary education includes 6 years of instruction. Upon completing primary school, children enroll automatically in the 3-year *gymnasium* (or lower secondary school). Education is compulsory through the *gymnasium.* Students may advance to one of the 3-year *lycea* (upper secondary schools) only after passing an entrance examination. After the second and third years of the *lyceum* program, they may take the examinations that, with their *lyceum* achievement records, may qualify them to enter any postsecondary institution, including universities, teacher-training academies and schools, and vocational/technical institutions.

Administration

Greece has maintained a highly centralized education system, headed by the Minister of National Education and Religion. The Minister, a political figure appointed by the party in power, is legally responsible for formulating and executing educational policy in the country. The Minister of Education is assisted by two Vice Ministers, one in charge of matters related to elementary, secondary, and vocational education, and one in charge of matters related to postsecondary education.

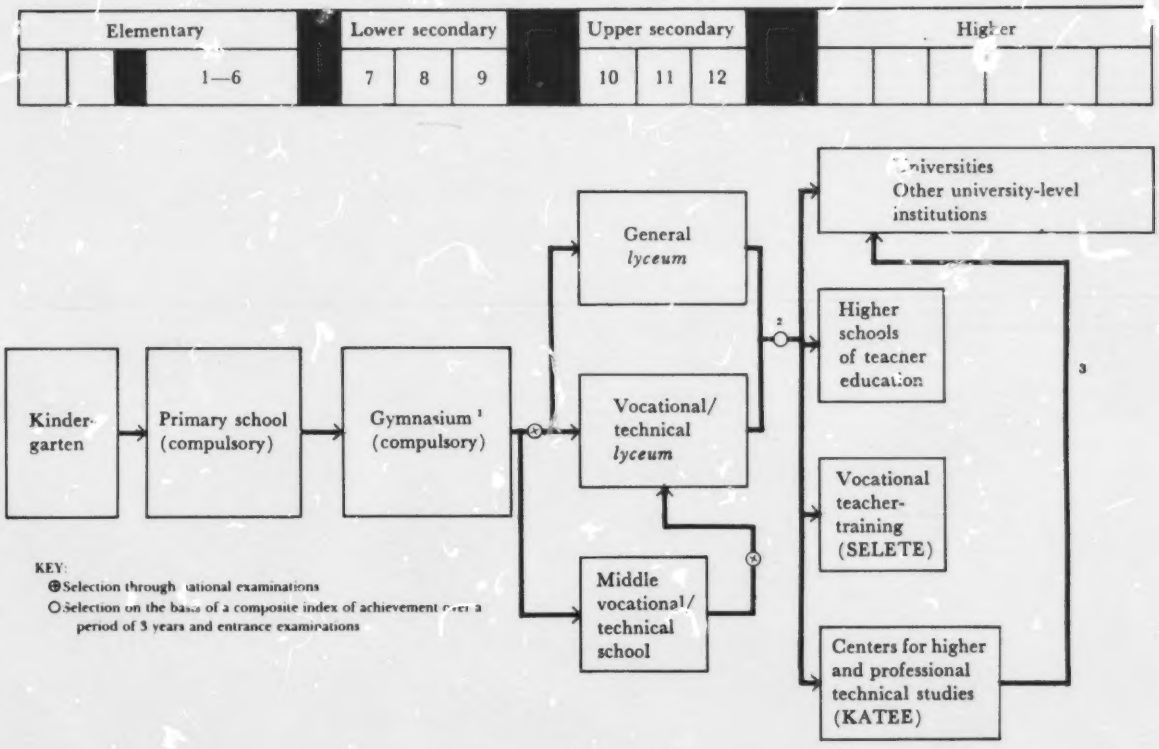
Assistance is also provided to the Minister by KEME (the Center of Educational Studies and Inservice Training), which advises on policy issues and is charged with developing the school curriculum and providing inservice teacher training. KEME is headed by a president and three vice presidents, who administer and supervise the work of its professional and clerical staff. A number of counselors specializing in different areas of education are included in the professional staff.

Under the Minister and Vice Ministers, the Secretary General of the Ministry provides the link, both within the Ministry and in the regional offices, with the various administrative educational units, such as the inspectorates. There are also four general directorates (for religious affairs, higher education, general education, and vocational education), an independent general directorate for planning, and several other directorates (such as those for physical education and education of Greek children abroad).

The Ministry of Education exercises its control over schools and teachers through intermediate administrative agencies of supervisors and inspectors. These agencies for the most part carry out Ministry policies and directives. Supervisors and the inspectors under them study local problems and report to the Ministry through the existing hierarchy. For general education, the country is divided into 15 regions, each of which has a supervisor for primary education and one for secondary education. Each region is subdivided into smaller districts headed by general inspectors. For vocational and technical education, the country is divided into four regions, each headed by a supervisor in charge of a number of inspectors.

Within this framework, the school principal

Structure of the educational system of Greece: 1980



[1] Currently operating 3-year lower vocational/technical schools (grades 7–9) are to be gradually incorporated into the *gymnasia*.

[2] Before 1980, selection through national examination.

[3] A small number of KATEE graduates are eligible to enter the polytechnical universities at the 2d year.

SOURCE: Adapted from: Hellenic Republic, Ministry of Education, 1979.

or headmaster exercises administrative, supervisory, and instructional responsibilities. Since adequate facilities and appropriate personnel are often lacking, school principals are the main student disciplinarians and guidance counselors. They have little disciplinary power over the teachers, however, except to report them to higher authorities. In addition to their administrative and other duties, principals also have a rather heavy teaching load.

Universities and other university-level institutions are legally autonomous but under the supervision of the state (the Ministry of National Education and Religion). Their autonomy primarily concerns internal affairs. Universities are governed by a rector and a university senate, and each faculty or college within the university has a dean elected from the permanent members of the faculty. University faculties control such matters as appointments of professional staff and establishment of criteria for student admission into the various faculties.

The Ministry of Education, however, exercises considerable control over financial matters, national examinations, number of chairs at each university, the library and other facilities, etc. Budget proposals are submitted to the Ministry and approved by it on a yearly basis.

Postsecondary teacher education colleges and the various higher vocational/technical institutions are regulated directly by the Ministry of National Education and Religion.

Finance

Education at all public institutions (including universities) is free of tuition. Furthermore, all required textbooks are distributed free of charge. For higher education students there are opportunities for scholarships administered through the State Scholarship Foundation *(Idrima Kratikon Ipotrofion)*. Scholarships are given on the basis of students' marks and for studies either in Greece or abroad. Other forms of financial assistance include state

loans to students as well as free (or very low cost) board and room at university-run cafeterias and student hostels. All students are eligible to receive free medical and accident insurance, and they pay reduced fares in all public carriers.

The main source of public school income is taxation. Until the 50's, secondary schools charged a tuition fee, which constituted another source of income. Since tuition fees in all public institutions (including universities) have been eliminated, financial support of education is the responsibility of the Government. Both operational and capital expenditures are included in the Government's annual budget. In the decade of the 1960's, it was estimated that only 1.3 to 2.3 percent of the gross national income had been annually invested in education, a relatively low percentage of investment when compared to that of other countries at a similar level of economic development.

Recent reports, however, indicate an increased budget for education. For example, whereas in 1974 total expenditure in education constituted 2.6 percent of the Gross National Product (G.N.P.), in 1977 it had risen to 3.4 percent. Also, from 1977 to 1978 the total budget for education increased from 21,947 million drachmas, or 8.86 percent of all state revenues to 29,654 million drachmas, or 9.72 percent of the total state revenue. (On April 2, 1980, the exchange rate was 42 drachmas = $1U.S.) The Ministry of Education in a recent report regarding school construction indicated that from 1974 to 1979, a period of 5 years, 11,500 new classrooms were constructed. This figure compares very favorably with those for the 10-year period 1964 to 1974, during which only 4,300 new classrooms were built.

Private Education

Table 1 gives the number of private schools for each level. In these schools children pay tuition and are charged for textbooks and other school services. The schools are under the supervision of the Ministry of National Education and Religion, which makes sure that the required national program of studies *(orologiako programa)* is followed. School-leaving diploma examinations are valid only when conducted according to Ministry standards and supervised by Ministry teachers and inspectors. As derived from the figures in table 1, between 5 and 10 percent of the students enrolled in primary schools, *gymnasia,* and *lycea* for 1978-79 were in private schools.

Statistics released by the Ministry of Education in

Table 1.—Number of schools, teachers, and students, by type of school: 1978-79

Type of school	Schools	Teachers			Students		
		Total	Male	Female	Total	Male	Female
Grand total	16,285						
Kindergarten	4,417	5,410			133,706	69,161	64,545
Public	4,030	4,855					
Private	387	555					
Primary	9,654	32,638	17,015	15,625	922,740	478,075	444,665
Public	9,314	30,674			859,604	444,356	415,248
Private	340	1,964			63,136	33,719	29,417
Gymnasium	1,293	15,581	6,207	9,374	378,552	197,347	18..205
Public	1,122	13,632	5,252	8,380	360,258	188,213	172,045
Day	1,092						
Evening	30						
Private	170	1,949	955	994	18,294	9,134	9,160
Day	145						
Evening	25						
Lyceum	921	11,512	6,838	4,674	208,140	101,754	106,386
Public	744	9,154	5,127	4,027	190,166	92,178	97,988
Day	714						
Evening	30						
Private	177	2,358	1,711	647	17,974	9,576	8,398
Day	149						
Evening	28						

Source: Adapted from *Vema,* Feb. 9, 1979.

July 1978 indicated that the failure rate on the exam to enter the *lyceum* was twice as great for private school students as for public school students. There was also a considerable range among private *gymnasia* in the percent of graduates to pass the *lyceum* exam. Of a total of 146 private day *gymnasia*, only two schools (G. Metaxa of Evia and Hill of Athens) registered 100 percent success, while 12 schools (primarily in the area of Athens) registered 92 to 99 percent success. As a result of these findings, the Ministry of Education undertook a reevaluation of the conditions under which instruction takes place in private schools.

In addition to private schools operating at the elementary or secondary levels, there are also private college-level institutions that are accredited in other countries. Such an institution is Deree-Pierce College, which was founded as a missionary school in 1875 by the American Board for Foreign Missions. The institution currently operates a 4-year college patterned after an American college and offers a bachelor's degree that is recognized in the United States. This degree, however, is not recognized in Greece as equivalent to a degree issued by a Greek university. This is in line with the constitutional requirement that higher education in Greece be the exclusive province of the state.

In addition to the regular private schools that offer a complete program of studies, many private institutions or *frontistiria* provide small-group or individual tutoring to students, primarily those who are preparing to take a national examination such as a university entrance examination. These institutes, primarily staffed by part-time school instructors, charge a fee to provide intensive tutoring to students in subject areas in which they are weak. It has been estimated that the majority of students aspiring to be admitted to a higher education institution have enrolled, at one time or another, in some type of *frontistirion*. In addition to the private institutes described above there are an estimated 1,500 private foreign language institutes in Greece (1,000 of them in the region of Attica) attended by 500,000 students and taught by approximately 6,000 teachers. These institutes provide language instruction on a part-time basis.

Academic Calendar and Grading System

The academic school year for primary schools extends from approximately September 1 to June 15; for secondary schools, from approximately September 1 to June 30; and for higher education institutions, from approximately October 1 to June 15.

In primary schools, the grading system is based on a scale of 1 to 10, with a mark of 5 or higher required for passing each subject in the school curriculum. In secondary schools, the marking system is on a scale of 1 to 20, with 10 as the minimum passing mark. Higher education institutions use a marking system based on a scale of 1 to 10, with 5 as the passing mark. Universities in general consider marks of 8½ to 10 as excellent; 6½ to 8½ as very good, 5 to 6½ as good, and below 5 as failing. A student rarely receives marks in the "excellent" category, and a mark higher than 6 is well above average.

Elementary Education

Kindergartens (preprimary schools) and primary schools together constitute elementary education.

Preprimary Education

Article 4 of Act 309/76 stipulates that the purpose of the kindergarten is:

> . . . to complement and reinforce the family upbringing through instruction in the means of expression and behavior and through the cultivation of special skills by which the young children will develop physically and mentally and will adapt to their physical and social environment.

In Greece, kindergartens have had a rather slow beginning, but in recent years their enrollment has steadily increased. For example, the number of kindergarten children aged 4 to 5 enrolled in public and private schools increased from 66,261 in 1968–69 to 108,285 in 1973–74 (a 63.5 percent increase), and then to 133,706 in 1978–79 (a further increase of 22.5 percent).[1] Nevertheless, kindergarten enrollment is disproportionately small in comparison with primary school enrollment (table 1). The majority of kindergartens are run by the state.

Preschool attendance is not compulsory and is limited to children who are 3½ years of age by a certain date prior to official enrollment. The period of attendance is 2 years.

Kindergartens are classified as *monothesia* or *dithesia*, according to the number of teaching posts

[1]Hellenic Republic, National Statistical Service of Greece. *Statistics for Education 1973–74*. Athens, 1977. P. 17; and table 1.

they have and the number of children they serve. *Monothesia* schools have one teacher serving 10 to 30 children. *Dithesia* schools have two teachers serving 31 to 60 children.

Primary Education

Article 11 of Act 309/76 states the purpose of the primary school:

> . . . to lay the foundation for learning and instruction of students during their first school stage, i.e., to enrich their experiences, to stimulate and develop their physical and intellectual abilities, to introduce to them an understanding of the physical and historical world, to cultivate their observational ability, their hypothesizing skills and their personal values, awaken their national consciousness and to develop their religious, national, and humanistic capabilities.

As mentioned previously, primary school attendance of 6 years in Greece is compulsory for all children between the ages of 6 and 11. Unlike kindergartens, primary schools have not shown any increase in enrollment. For example, the total enrollment for 1973–74 in primary schools was 925,495; for 1978–79, it was 922,740.[2] The fact that enrollment at this level has not only stabilized but has slightly decreased is explained mainly by the demographic trends in Greece, which in 1978 reached an annual population growth rate of less than 0.6 percent. If the downward trend in growth rate continues and emigration from Greece remains at its present state, it is expected that primary school enrollments will continue to decline.

Primary schools, like kindergartens, are classified according to number of teaching posts and number of children. *Monothesia* schools have only one teacher and 15 to 30 students. The prefix reflects the number of teaching posts. Primary schools may have up to 15 teachers and 421 to 450 students, in which case they are known as *dekapentathesia* schools. The program of studies for each type of school is the same. The only change occurs in one- or two-teacher schools, where children of different grades and age groups have to be taught together and so-called "silent work" becomes necessary. As a group, *exathesia* schools, with six teachers, enroll more children than the other kinds.

The curriculum of the primary school (as of all other levels of schooling in general education) is prescribed in detail by the Government. The number of subjects taught at each grade level, the class time allotted to them, their instructional goals, and the specific topics to be covered during the year are included in the directives issued by the Government in the form of presidential decrees. For example, Presidential Decree 1034/77 states that the subjects taught in the primary school are to be those listed in table 2. Reinforcing this system are the facts that all textbooks used in public schools are issued by the Government and *lyceum* examinations (both entrance and certificate) are developed by the Government (the Ministry of Education). As explained before, the whole pro gram of education as developed by the Government is carefully supervised and controlled by school inspectors, whose jurisdiction reaches all of the Greek *Nomoi* (Prefectures) and touches the lives of students even in the remotest villages.

As shown in table 2, the content of primary school instruction ranges from courses in the fundamentals (reading, writing, and arithmetic) to religious instruction and physical education. The content of the curriculum has remained relatively stable over the years. It consists of the study of the Greek Orthodox religion, which is the state religion (except for minority children, who receive religious instruction in their own faith), including Bible-reading, catechism, hymns, and church history; reading and writing in the modern Greek language *(demotike)* and grammar; history of the Greek nation; the study of the environment, including home, neighborhood, village or town, and the study of seasons; elements of natural history and chemistry, with particular emphasis on hygiene, the natural environment, and daily living; geography of Greece and of the world; practical arithmetic and elementary geometry; citizenship, with emphasis on

Table 2.—Curriculum of *exathesia* (6-teacher) primary schools: 1980

Subject	Hours per week, by grade					
	1	2	3	4	5	6
Total	24	24	27	28	29	29
Religion	1	1	2	2	2	2
Greek language	9	9	10	9	8	8
History			2	2	2	2
Study of environment	5	5				
Physics and chemistry, including personal hygiene			2	2	3	3
Geography			2	2	2	2
Arithmetic and geometry	3	3	3	3	4	4
Citizenship					1	1
Arts and crafts	2	2	2	2	2	2
Music	2	2	2	2	2	2
Physical education	2	2	2	2	1	1
Cultural expressions and athletics				2	2	2

Source: Hellenic Republic *Government Gazette*. Athens, Nov. 12, 1977. 347:3, 218. (Presidential Decree 1034/77)

[2]Hellenic Republic, National Statistical Service of Greece. *Statistics for Education 1973–74*. Athens, 1977. P. 17; and *Vema*, Feb. 9, 1979.

the duties and responsibilities of the citizenry in the family, school, and community; arts and crafts, including drawing, wood and metal work, and knitting; music, including prayers, singing, and folk dancing; and physical education, including daily exercises and games. Under the reorganization, vocational and technical courses are gradually being introduced into the curriculum of general education, so that all students will have a chance to explore all possibilities in selecting a profession.

Students attend school 6 days a week. For the first grade, average daily instructional time is 4 hours; for the sixth grade, 5 hours. Final examinations administered at the end of the academic year are conducted orally for grades 1 through 4. However, beginning with grade 5, written examinations are required. Upon successfully completing the primary school program, students are awarded the *apolyterion* (certificate of completion).

Secondary Education

General secondary education since the Reorganization Act of 1976 is comprised of two 3-year schools, the *gymnasium* and the *lyceum*. Before the reorganization, it consisted of the 6-year *gymnasium*.

Enrollments in schools for the six secondary grades have been increasing. In 1968–69, there were 402,994 students; in 1973–74, there were 504,031; and in 1978–79, there were 586,692, an increase of 82,661 students since 1973–74. Beginning with the *gymnasium* and continuing through the *lyceum*, boys and girls are taught in separate schools. This policy is changing, however, and schools are expected gradually to become coeducational.

In both the *gymnasium* and the *lyceum*, final examinations are administered at the end of the school year for each subject. To be promoted to the next grade level, a student must receive passing grades in all major subjects. (Under certain conditions, students may be permitted to retake examinations in subjects in which a failing mark was received.)

Table 3.—Curriculum of the pre-reorganization classical 6-year *gymnasium* (before 1976)

Subject	Hours per week, by grade						
		Lower cycle			Upper cycle		
	Total	7	8	9	10	11	12
Total (boys)		30	33	34	35	36	36
Total (girls)		32	34	35	36	37	36
Religion	13	2	2	2	3	2	2
Modern Greek	24	4	4	4	4	4	4
Ancient Greek	39	5	6	6	7	7	8
History	18	3	3	3	3	3	3
Philosophy, psychology, logic	4	.....	.....	.....	.....	2	2
Civics	1½	.....	.....	1 hr 1st sem	.....	.....	1
Occupational/career guidance	½	.....	.....	1 hr 2nd sem	.....	.....	.....
Mathematics	24	4	4	4	4	4	4
Physical science	1	.....	.....	.....	.....	.....	1
Geography	7	2	1	2	1	1	.....
Physics	17	2	3	3	3	3	3
Biology	2	.....	.....	1	.....	.....	1
Anthropology	2	.....	1	.....	.....	1	.....
Foreign language	15	3	3	3	2	2	2
Latin	8	.....	.....	.....	3	3	2
Hygiene	2	.....	1	.....	.....	1	.....
Physical education	18	3	3	3	3	3	3
Technical	4	1	1	1	1	.....	.....
Music	4	1	1	1	1	.....	.....
Home economics (girls)	6	2	1	1	1	1	.....

Source: Hellenic Republic. *Government Gazette*. Athens, Nov. 10, 1969, 225: 1,609.

Before the reorganization period, secondary schools had one of two emphases—classical or scientific. Table 3 shows the program of studies of the classical 6-year *gymnasium*. The study of ancient Greek and classical literature dominated the programs of both the lower and upper cycles. Students also received instruction in modern Greek, history, philosophy (in the upper two forms), Latin (in the 3-year upper cycle of studies), civics, mathematics, physical sciences, and foreign languages (French or English). However, although many public schools listed a foreign language in their official programs, they did not always offer it because qualified teachers were not always available. When this was the case and the foreign language or any other subject was not offered, additional work in religious and classical Greek was offered as a first-order substitute.

The scientific (or practical) 6-year *gymnasium* was not substantially different from the classical. In the scientific *gymnasium* curriculum, instruction in mathematics and physics was increased slightly from 2 to 3 hours weekly only in the upper cycle. Offerings in religion, modern Greek, and history remained almost unchanged. In all *gymnasia*, whether classical or scientific, there were virtually no extracurricular activities and no attempt to develop a system of student government.

Table 4.—Curriculum of the 3-year *gymnasium*: 1980

Subject	Hours per week, by grade[1]		
	7	8	9
Total	31	31	31
Religion	2	2	2
Ancient Greek	4	5	4
Modern Greek	5	4	4
History	3	2	2
Introduction to democratic government	....	....	1
Mathematics	4	4	4
Foreign language	3	3	3
Geography with components from geology	1½	1	1
Physics and chemistry	....	3	3
Anthropology and hygiene	....	1	....
Biology	[2]1½	....	[3]1
Music	1	1	1
Arts	2	1	....
Physical education	2	2	2
Educational and career guidance	....	2(b)	2
Technological	2(b)	1(g)	....
Home economics	2(g)	1(g)	....

[1] "(b)" indicates boys only. "(g)" indicates girls only.
[2] Botany and zoology.
[3] General biology.
Source: Hellenic Republic. *Government Gazette*. Athens, Sept. 20, 1977. 270: 2,507. (Presidential Decree 831/77).

Table 5.—Curriculum of the general *lyceum*, first form (grade 10): 1980

Subject	Hours per week
Total	33
Religion	2
Modern Greek	4
Ancient Greek	6
History	3
Mathematics	5
Geography	1
Physics	4
Foreign language	3
Physical education	3
Technical	1
Music	1

Source: Hellenic Republic. *Government Gazette*. Athens, May 15, 1978. 79:721. (Presidential Decree 373/78)

The *Gymnasium*

With the Reorganization Act of 1976, the *gymnasium* became a 3-year school, the purpose of which is to complete the education of adolescents. Specifically, the act declares that the goal of the school at this level is as follows:

> To train adolescents in the right and exact expression of their ideas and values, in the skills of observation and analysis of phenomena in the natural as well as the physical world, to acquaint them in general with historical ideas and with the most significant discoveries of the Greek, of the European, and of humankind in general, to help them internalize and implement their own inclinations and skills, to sharpen their moral judgment, to develop their religious and national consciousness, and to inspire in them an attitude which is consistent with the basic principles of the democratic system of the country.

Under the new act, *gymnasium* attendance is compulsory for all children completing primary education who are between the ages of 12 and 14. Enrollment in the *gymnasium* takes place without entrance examinations. Upon completing the program, students receive a certificate *(apolyterion)*.

Under the 1976 reorganization, the *gymnasium* is an all-purpose school. There are no substantial changes between the curriculum of the lower cycle of the former 6-year secondary school (table 3) and that of the present 3-year *gymnasium* (table 4). The present curriculum is still geared toward the traditional subjects (e.g., religion, modern and classical Greek, history, etc.,) and aims primarily at

Table 6.--Curriculum of the general *lyceum*, second form (grade 11): 1980

Subject	Hours per week, by division		
	Classical	Both	Scientific
Grand total	36		36
Common subjects		30	
Religion		2	
Modern Greek		4	
Ancient Greek		5	
History		2	
Psychology		2	
Mathematics		4	
Physics and chemistry		3	
Foreign language		3	
Physical education		3	
Economic geography		1	
Hygiene and anthropology		1	
Electives	6		6
Ancient Greek	2		—
History	2		—
Latin	2		—
Mathematics	—		3
Physics and chemistry	—		3

Source: Hellenic Republic, *Government Gazette*, Athens, Nov. 23, 1978, Is. 1,861. (Presidential Decree 373/78)

preparing students for entering the next stage of education—the *lyceum*. The study of ancient Greek is reduced somewhat but still is offered almost daily in all these grades. An attempt is made currently, however, to introduce into instruction translations of classical texts, rather than the original, which is difficult for students. Career guidance appears to have been given more prominence by adding extra hours per week for boys and girls. However, since instructors of the technical subjects as well as career and occupational guidance are not plentiful, these subjects are rarely taught. Where such offerings are not available, the teachers of a given school may decide to increase accordingly the time allotted to the study of physics and chemistry in order to foster observation and laboratory skills.

The great majority of public *gymnasia* (1,092) are day schools, but some (about 30) are evening schools. The latter only admit students who are gainfully employed during regular business hours. Private day and evening *gymnasia* operate on the same basis as the public and offer the same type of weekly school program.

Sports and gymnastics under the school aegis still do not receive much attention and are not a formal component of the school program in the new curriculum introduced since 1977 (table 4). Presidential Decree 831/77 permits, on the discretion of the school principal, a 2-hour weekly program of "cultural activities." The absence of necessary facilities and an administrative infrastructure, however, has made implementation of this program difficult.

The Lyceum

To enter the *lyceum* from the *gymnasium*, a student must pass entrance examinations in the major subjects—composition, classical Greek, history, physics, and mathematics (algebra and geometry). Entrance examinations were first given in June 1978. Of the 64,556 students taking the exams, 51,150 or 81.52 percent passed. Among the 64,556 total taking the exams, 3,295 were graduates of private *gymnasia*. Of these, only 2,018 or 61.24 percent passed.

According to the Reorganization Act of 1976, the *lyceum*, or upper secondary school, is designed—

> . . . to offer training, richer and broader than that of the *gymnasium*, to youth aspiring to higher education or professions requiring high standards. The training

Table 7.—Curriculum of the general *lyceum*, third form (grade 12): 1980

Subject	Hours per week, by division		
	Classical	Both	Scientific
Grand total	35		35
Common Subjects		28	
Religion		2	
Modern Greek		4	
Ancient Greek		4	
History		2	
Principles of democratic government		1	
Philosophy		2	
Mathematics		3	
Physical geography		1	
Physics and chemistry		3	
General biology		1	
Foreign language		2	
Physical education		3	
Electives	7		7
Ancient Greek	3		—
Latin	2		—
History	2		—
Mathematics	—		4
Physics	—		2
Chemistry	—		1

Source: Hellenic Republic, National Ministry of Education and Religion, *The Curriculum and Program of Studies of First and Third Forms of the General Lyceum* (Proposals for Presidential Decrees), Athens: August 1979.

> includes the systematic cultivation of the oral and written expression, the deeper study of national and world history, as well as the monuments of civilization, specifically the history and civilization of Europe, the development of critical and imaginative thinking, the comprehensive investigation of the natural and social world, the strengthening of religious and national beliefs, the more substantive learning of the basic principles of the democratic system of the country; and finally (this training) seeks to enlighten the spirit and to develop free and responsible persons.

The educational goals of the *lyceum* are more related to educational enrichment and the in-depth study of the various subjects offered than are those of the *gymnasium*. Clearly, the *lyceum* is an agent for preparing youth for positions of leadership in Greek society. Tables 5, 6, and 7 give the curriculum of the general (or comprehensive) *lyceum*. It is interesting to note that electives have been introduced beginning in the second form for up to 6 or 7 hours weekly in either classical or scientific studies. In other respects, the *lyceum* curriculum much resembles the upper cycle of studies of the former 6-year secondary school. Upon successfully completing the *lyceum* program, students receive a diploma (*apolyterion*).

There are two kinds of *lyceum*—day and evening. The evening school admits only those who have evidence that they are gainfully employed during the regular workday. Under the new law, a *lyceum* may be general or vocational/technical, as described in the next section.

Vocational and Technical Education

A section in Law 576/77 contains provisions for vocational and technical education. In the past, vocational/technical schools were classified as below those providing general education. The new law sought to bring about a parity between general and vocational/technical education, especially in view of the increasing need for skilled personnel to fill positions in technical fields at the sub-university training level. The demand for middle-level technical graduates is relatively high in comparison to the demand for graduates from general education institutions.

Under the new law, the 3-year lower vocational/technical schools (grades 7-9) are gradually (by 1983) to be incorporated in the *gymnasia*. Special provisions are also made for the other levels that previously existed—the grade 10 to 12 and the higher education levels. The new law provides for three types of schools—middle vocational/technical schools, vocational/technical *lycea*, and higher technical institutions at both the university and non-university levels.

Middle Vocational/Technical Schools

Admitting 3-year *gymnasium* graduates without an entrance examination, middle vocational/technical schools offer a 1- to 2-year program to train technicians and other specialized personnel for immediate employment. Upon successfully completing all 4 semesters of the course of study, a student earns a certificate of completion, or *apolyterion*, and after passing an examination may enter the second year of the vocational/technical *lyceum*.

Vocational/Technical Lycea

Admitting *gymnasium* graduates who have passed an entrance examination, the vocational/technical *lyceum* offers a 3-year program that trains students in both general and vocational/technical education so that upon graduation they may either enter the labor market or, after taking some additional subjects, continue their education in a higher education institution. A student completing the program of studies of this school also earns an *apolyterion*.

There are seven fields in which a vocational/technical lyceum student may major: Mechanical engineering, electrical engineering, building and architectural design, chemical and metallurgical engineering, business administration, social service, and agriculture. Table 8 gives an example of one such program in the field of chemistry and metallurgy.

The purpose of the vocational/technical *lyceum* as stated in Article 9, Law 576/77 is:

> . . . to offer a richer and broader general education than that offered in the gymnasium, primarily to transmit to the students required technical or professional learnings, and to develop their skills so that upon graduation they would be in a position to be involved successfully in a special technical or professional field.

Normally, attendance at vocational/technical *lycea* is for 3 years, but if instruction is taken in the evening the duration of the program is extended by 1 year.

Higher Technical Institutions

At both the university and the non-university

Table 8.—Curriculum of the vocational/technical *lyceum*, chemical and metallurgical sector: 1980

	Hours per week, by year and semester[1]					
	1		2		3	
	A	B	A	B	A	B
Total	34	36	33	33	32	32
Religion	2	2	1	1		
Greek	4	4	4	4	4	4
Democratic government					1	1
History			2	2	2	2
Foreign language	3	3	2	2	2	2
Mathematics	5	5	4	4	3	3
Physics	3	3	2	2	2	2
Chemistry	2	2				
Physical education	2	2	2	2	1	1
Environment/hygiene	2					
Agriculture	2					
Business enterprises	2					
Technology	2					
Technical design	5	3				
Engineering lab		3				
Applied principles of electricity		3				
Electricity lab		2				
Engineering		4				
General chemistry			2	2	2	2
General chemistry lab			8	8		
Chemical technology			2	2	2	2
Qualitative analysis of materials			2	2		
Engineering technology			2	2		
Technology of building materials					2	2
Biochemistry					2	2
Quality control lab					9	9

[1]To enter a higher education institution, the following additional hours are required: Mathematics—3 hours per semester in the second year and 4 hours per semester in the third year; physics—2 hours per semester in both the second and third year.

Source: Hellenic Republic, Government Gazette. Athens, Oct. 8, 1979. 231:2309. (Presidential Decree 784/79)

level, higher technical institutions offer various degree programs for those who wish to specialize in an area of vocational/technical education. These institutions, as will be explained later under the section on higher education, range from polytechnical schools to higher technical colleges and offer programs of study to suit the needs and interests of those applying to them—from highly theoretical to strictly practical programs. Students enrolled in these institutions seek to earn, upon successful completion of their coursework, a diploma *(ptychion)*.

In spite of the Government efforts to make vocational/technical education attractive by establishing equivalency with general or classical education, it is reported that in 1977 only 4,000 students sitting for the higher education entrance examination were seeking admission to higher technical colleges, whereas some 80,000 were seeking admission to universities and university-level institutions.

Higher Education

The third stage of education in Greece is comprised of university-level education *(anotati ekpaideuse)* and other higher education at the non-university level *(anotera ekpaideuse)*, including teacher education and vocational/technical education.

Before 1980, to enter any of these higher education institutions, students had to pass a national examination in various subjects, depending upon the institution. Beginning in June 1979, national examinations were given to second-year students in the *lyceum*, and these are to be followed by addi-

tional examinations the third year. The scores of both these examinations, as well as grades during the second and third years, will form the basis for admission to all higher education institutions from 1980 on, with different scores required for the various institutions, schools or faculties, and specialties, as determined by the Ministry of Education.

During fall 1978, of the 80,849 who registered for the examination, only 15,365, or 19 percent, were finally admitted into higher education institutions. During fall 1979, of the 86,553 candidates who registered for the examination, only 16,167, again 19 percent, were admitted. A large percentage of those seeking higher education enrolled in universities or colleges outside Greece, largely in the United States or Western Europe. In 1978, Greek students studying abroad constituted 27 percent of all Greek higher education students.

University-Level Institutions

There are currently six universities and eight other institutions of university level. Table 9 lists these institutions with the date that the institution was granted university-level status, the date of establishment (if different from the date university-level status was granted), and the numbers of students and staff in 1978–79. The most recently established institution, the Technical University of Crete, exists in name only since neither the physical facility nor the recruitment of staff has been completed.

Faculties.—Length of study in these institutions ranges between 4 and 6 years, depending on the specialization. The following list of faculties at the University of Thessaloniki is divided by length of study—4, 5, or 6 years. Although specializations may be included in different faculties at other institutions, they usually require the same length of study as at Thessaloniki.

4 years:
- Economics
- Forestry and Social Science
- Institute of Foreign Languages and Philology (English, French, German, and Italian literature)
- Law (public and civil law and political science)
- Philosophy (classical studies, Byzantine studies, neo-Hellenic studies, Middle Ages, contemporary studies, archaeology, psychology, child psychology, and linguistics)
- Physics and Mathematics
- Theology

5 years:
- Civil Engineering (architecture and topography)
- Dentistry
- Veterinary Medicine

6 years:
- Medicine

Table 9.—Universities and other university-level institutions, with date of establishment and number of students and staff: 1977-78

Institution	Date University established[1]	Students	Staff
Total		119,040	6,148
Universities:			
University of Athens	1837	43,013	2,089
University of Thessaloniki	1925	31,074	2,101
University of Patras	1964	4,199	291
University of Ioannina	1964	3,422	242
University of Thrace	1973	1,245	134
University of Crete[2]	1973	196	1
Other University-level institutions:			
School of Fine Arts (Athens)	1834 (1930)[1]	307	31
National Technical University	1836 (1914)[1]	5,735	673
Athens School of Economics and Business Science	1920	8,362	129
Agricultural College of Athens	1920	894	155
Panteios School of Political Science (Athens)	1930	6,606	145
Piraeus School of Industrial Studies	1938 (1958)[1]	7,531	91
Thessaloniki School of Industrial Studies	1938 (1958)[1]	6,456	55
Technical University of Crete[3]	1977	–	–

[1]The date on which university status was granted is given in parentheses when it differs from the date of establishment.
[2]No permanent staff members appointed yet.
[3]No schools have been established yet.

Source: Hellenic Republic, Ministry of National Education and Religion, *National Report on the Recent Developments in the Greek Educational System*. Athens, 1979 (Mimeograph).

The two largest universities in terms of students and staff are the University of Athens and the University of Thessaloniki. The other universities, the so-called *periferiaka panepistimia* (provincial universities), have fewer faculties. The most recently created university, the University of Crete, currently operates with two faculties—arts in Rethymnon and science/mathematics in Iraklion. It is expected, however, that the faculties of medicine and possibly social science and theology will be added in the very near future.

Admissions.—Before 1980, students admitted to universities and other university-level institutions were required to have a secondary school-leaving certificate *(apolyterion)* and to have passed a national entrance examination. The entrance examination depended on the faculty into which each sought to be admitted. For example, students aspiring to be admitted to classical studies would be examined in Greek, Latin, history, composition,

and a foreign language. Students seeking admission to the sciences would be examined in Greek, composition, algebra, geometry, physics, and chemistry. The admissions process since 1980 is described on pages 11–12. A limited number of graduates from the KATEE (described later, p. 14) may also enter the second year of polytechnical univeristies.

Degrees.—Once enrolled at a university, a student must pass all subjects with a minimum of 5 on a 10-point scale in order to advance from one year to the next. Upon successfully completing the program in a specialization, a student is granted the first degree or university "diploma" *(ptychion)*. This official document is issued by the institution in which the studies were taken and is signed by the president, the dean, and the secretary of the school. It indicates the field of study in which the diploma was awarded and the grade point average. A separate "analytical certificate" or transcript is issued by each institution for those wishing to have an official breakdown of subjects and grades by year of attendance.

Beyond the first degree or diploma, some faculties offer work leading to the "diploma of graduate studies." This program, which is usually open to students who successfully pass entrance examinations, consists of a series of courses of 1- or 2-years duration.

Advanced graduate education in Greece is not formalized. While the doctorate *(didaktorikon)* is available, it is based primarily on independent study and research under the supervision of a senior professor and successful completion of a dissertation *(diatrivi)*. Proportionately very few individuals pursue doctorates. At the University of Thessaloniki, for example, only 30 were awarded this degree out of a graduating class of 2,489 students in 1971.

Non-University Level Institutions

Anotera ekpaideuse, or non-university higher education, includes two types of institutions: (1) Higher schools of teacher education and (2) higher vocational/technical colleges and church schools.

Higher schools of teacher education.—The first type of non-university level institutions trains teachers in 2-year (on the average) public institutions that included the following in 1973–74:

Preprimary teacher-training colleges *(scholes nipiagogon)* in Thessaloniki, Kallithea, and Karditsa

Pedagogical academies *(Paidagogikes akadimies)* in Alexandroupolis, Iraklion, Ioannina, Lamia, Larisa, Mytilini, Patra, Tripoli, Florina, and Psychikon

National Academy for Physical Education *(Ethniki Akademia Somatikis Agogis)* in Athens and Thessaloniki

Higher School of Home Economics in Chania *(Anotati Scholi Ikiakis Ikonomias Hanion)*

Higher School of Home Economics in Athens *(Harokopios Anotati Scholi Ikiakis Ikonomias)*

Until 1980, to be admitted into higher schools of teacher education applicants were required to have a secondary school diploma and to pass an entrance examination in the following subjects: Ancient Greek, composition, modern Greek, modern Greek history, science, and mathematics. The admissions process since 1980 is described on pages 11–12.

Upon successfully completing the program of studies and passing written and oral examinations in all required subjects, a student is awarded a diploma *(ptychion)*. During 1973–74 there were 4,562 students enrolled in these institutions.

Teacher education institutions are of two kinds—those that train kindergarten teachers and those that train primary school teachers. Preprimary (or kindergarten) teacher-training colleges *(scholai nipiagogon)* provide a 2-year curriculum that focuses on courses dealing with the physical and psychological development of the child and with opportunities for practical application of pedagogical principles. As table 10 illustrates, first-year and second-year students spend in class 31 and 27 hours

Table 10.—Curriculum of preprimary teacher-training colleges: 1980

Subject	Hours per week, by year	
	1	2
Total	31	27
Religion	1	1
General pedagogy	2	.....
History of preschool education	2	.....
General methods of teaching	2	.....
Methods of teaching kindergarten	1	3
Special education	.....	1
General psychology	2	.....
Child and adolescent psychology	3	.....
Psychology of adjustment	.....	2
Psychopathology of children	.....	2
Public speaking	2	2
Home economics	3	3
Somatology of the child	3	.....
School hygiene	.....	3
Physical education	3	3
Arts and crafts	3	3
Music	3	3
Biology, agriculture, and gardening	1	1
Practical training (arranged with college director)	.....	.....

Source: Hellenic Republic, *Government Gazette*, Athens, January 1973, 2:9 (Law 7 72).

per week, respectively. Practical training, especially in public speaking and application of methods of teaching as arranged with the director of the college, is in addition to the formal course work.

As shown in table 11, the 2-year programs of studies in pedagogical academies *(paidagogikes akadimies,* sometimes called teacher-training colleges for primary school teachers) consist of 18 subjects or activities, ranging from religion to general psychology and practical training. A total of 36 and 33 hours of weekly coursework is required for first- and second-year students, respectively.

Currently there is legislation pending before the Parliament to transform preprimary teacher-training colleges and pedagogical academies to 4-year university-level institutions. It is expected that this change will take effect within the next 4 years. During the transition period, there is a strong movement to have these colleges increase the attendance years from 2 to 3 and to change their curriculum accordingly.

The Ministry of Education certifies all kindergarten and primary school teachers upon completion of their studies and submission of their papers. Appointment to jobs is also made by the Ministry. It is required that initially teachers be appointed for 2 years in a rural area. After they have worked a minimum of 3 years in a rural area, they are allowed to enroll in a university for an additional 2-year period while receiving their full salaries. Advanced inservice training programs of 2-years duration at the Maraslion School in Athens are also available for primary school teachers with 5 years' teaching experience after passing an entrance examination. The same school also provides 2-year inservice training programs for special education teachers.

Vocational/technical colleges and ecclesiastical schools.—Colleges offering instruction in vocational/technical subjects may be public or private. To be admitted into these institutions before 1980, a student had to be a graduate of a secondary school and maintain prescribed minimum scores on the national exams. Since 1980, admission procedures have been as described on pages 11–12. A *ptychion* or diploma is awarded after each student successfully passes all of the courses in an institution's official program.

In the general vocational/technical area there are two kinds of institutions, known by initials as SELETE and KATEE. The first includes only one institution—the Technical and Vocational Teacher Training College *(Scholi Ekpedeutikon Litourgon Epangelmatikis Technikis Ekpedeuseos*—SELETE), which provides inservice training for vocational and technical education teachers or preservice training for those aspiring to teach in these fields. The program of studies is between 1 and 2 years in duration, according to the area of specialization. Practical training is included.

The second type includes various institutions called Centers for Higher Technical and Professional Studies *(Kentra Anoteras Technikis Ke Epangelmatikis Ekpedeuseos*—KATEE). The purpose of KATEE, as stated in Law 576/77, is:

> . . . to provide to their students the required theoretical and practical learnings, so that they may become individuals with higher level training, contributing to the development of the national economy through the application of scientific findings and studies.

Table 11.—Curriculum of pedagogical academies: 1980

Subject	Hours per week, by year	
	1	2
Total	[1]35 (M) 36 (F)	33
Religion	2	1
Greek language	2	2
Greek history and culture	2	2
Mathematics	2	2
Physical sciences	3	4
Pedagogy:		
General pedagogy	2	.....
General instructional methodology	2	.....
Methods of teaching special elementary school subjects	[2]1	2
Special education (for retarded children)	.....	1
Child growth and development	.....	1
Psychology:		
General and educational psychology	2	2
Somatology	2	.....
Psychology of individual differences, including statistics	.....	2
Philosophy	2	.....
Civics	.....	1
Arts and crafts	3	3
Physical education	2	3
Music	3	3
School administration	.....	1
Home economics and family life	1 (M) 2 (F)	1 (F) .....
Hygiene	1	.....
Foreign language	2	2
Agriculture	1	1 (M)
Practical training activities as required by college director	.....	.....

[1]The total for the second semester is 35 for males and 36 for females.
[2]Second semester only.

Source: Hellenic Republic, *Government Gazette.* Athens, May 31, 1972. 81: 618-613. (Law 343/72).

The centers offering technical studies run from 2 to 3 years (4 to 6 semesters) in such fields as health services, business and graphic arts, engineering, and agricultural and food technology. In 1973–74, there were 37 such institutions (public and private) enrolling 7,365 students. Among them are schools such as the following:

School of Technology, Engineering, and Printing and Decorative Sciences (*Anotera Scholi Technologon Mihanikon ke Grafikon ke Diakosmitikon*—ASTEM)

School of Nutritional Sciences and Agriculture, Irrigation, Forestry, Animal Husbandry, and Fisheries (*Anotera Scholi Technologias Trofimon ke Geoponias ke Ardeuseos, Dasoponias, Ktiniotrofias, Ichthiokomias*—ASTETG)

School of Hygiene and Social Welfare (*Anotera Scholi Stelehon Igias ke Kinonikis Pronias*—ASSYKP)

The centers offering training in various occupations ("professions") include programs in agriculture, commerce, social services, and the arts. During 1973–74, there were 66 such schools (both public and private) enrolling a total of 4,750 students.

In 1973–74 there were five ecclesiastical schools (not shown on the chart) that enrolled a total of 413 male students preparing for the Greek Orthodox priesthood.

The technical and "professional" centers (KATEE) and the ecclesiastical schools together included 52 public and 57 private institutions in 1973–74. Of the total enrollment of 12,528, public institutions enrolled 7,174 students and private institutions, 5,354. Of these students, 9,089 were male and 3,439 were female. Supervising Government agencies for the 108 institutions were as follows: Ministry of National Education and Religion, 53; Ministry of Coordination and Planning, 1; Ministry of Social Services, 19; Ministry of Merchant Marine, 3; and Ministry of Culture and Science, 32.

The results of the entrance examinations to the KATEE in 1979–80 indicated that, of the 59,998 individuals who initially registered for the examination, only 38,899 sat for them. Of this number, only 7,080 individuals, or less than one-fifth, were admitted for the year. (See report in *Kathimerini*, Oct. 26, 1979.) Beginning in 1980 the examinations are to be given at the second and third forms of the *lyceum* and composite scores will be figured.

A small number of KATEE graduates with excellent grades are eligible to enter polytechnical universities at the second-year level.

The Students

A recent study of 7,500 students in the last 2 years of secondary education reported that 15 percent did not want to go on to higher education and the remaining 85 percent wanted to continue their education as follows:[3]

	Percent
Total	85
Abroad	6
Non-university-level higher education	21
University faculties of medicine and engineering	18
Other university faculties	40

The study also found that the prestigious faculties in universities primarily attracted students from urban areas and with high socioeconomic status. Of students whose parents were farmers, 44 percent intended to attend non-university-level schools and 31 percent to discontinue their studies after completing secondary education (a much higher percentage than the 15 percent of the total number of respondents who wished to discontinue their schooling).

[3] G. Psacharopoulos. "Who Wants to Study, Where and Why?" *Vema*, Oct. 15, 1978, p. 14 (in Greek).

Teacher Education

As described in the previous section, the various teacher-training colleges and pedagogical academies train kindergarten and primary school teachers. Since until now their program of studies has been for 2 years only, the diploma from these colleges and academies is not considered equivalent to that of universities.

Secondary school teachers are trained at universities, where they obtain a degree in their teaching specialty. For example, a teacher of mathematics would enroll in the respective faculty (*physikomathimatiki*), a teacher of history and classical Greek (a *philologos* or philologist) would enroll in *philossofiki* (faculty of arts). The program of studies for secondary school teachers is not different from that pursued by those who major in a field such as mathematics but do not intend to enter the teaching profession. Prospective teachers enrolled in the universities, however, are asked to take courses in pedagogy. Student or practice-teaching is not common, nor is it required to gain a teaching position. With a university diploma, a person may apply for any teaching job in the public or private sector.

After successful service in the public schools, primary and secondary school teachers may take an entrance examination to attend a graduate program of inservice training with a duration of up to 1 year. The program is organized by the Ministry of National Education and Religion through KEME. KEME staffs and supervises the operation of two colleges engaging in this type of training: Inservice College for Primary School Personnel *(Scholi Epimorfoseos Litourgon Demotikis Ekpaideuseos*—SELDE), and In-Service College for Secondary School Personnel *(Scholi Epimorfoseos Litourgon Mesis Ekpaideuseos*—SELME).

Teachers of vocational/technical education are prepared in KATEE (described earlier), which offer up to 3 years of technical studies.

Musical Education

Education in music is offered at many levels in music conservatories and schools of ballet and dancing. During 1973–74, there was a total of 15,302 students, of whom 10,535 were female. Of the total, 1,762 attended public schools and 13,540 private. In 1973–74, there were 178 schools and conservatories distributed over many cities and provinces in Greece. Specializations included fields such as musicology/music theory/composition, accordion, string instruments, piano, Byzantine music, and ballet.

Adult Education

Adult education is offered in Greece in much the same way as in other European countries. It provides supporting services to children (e.g., offerings such as music if it is not available in the local school) and enrichment or work programs to youth and adults. Adult education services are offered primarily through the Ministry of National Education and Religion, but other public and private agencies are also involved. The Ministry of Education maintains an Adult Education Directorate that is responsible for providing and administering comprehensive programs in the field throughout the country, including training of educational leaders, conducting research and evaluation, and supervising activity at the district *(nomos)* level. Each of 51 districts has 3 to 15 Adult Education Centers supervised by the District Committee of Adult Education. These centers provide various free programs, including night school for adults who have not received a basic education. During 1977–78, adult education programs were operated through 230 centers offering 3,000 courses to over 70,000 individuals.

The Directorate of Adult Education and the District Committees of Adult Education coordinate all their activities with other agencies involved in adult education. These agencies include other national ministries that offer relevant programs. For example, the Ministry of Defense provides training in several specialties, including bulldozer operation and radio repair work. The Ministry of Culture provides training in fields such as archaeological excavation. Likewise, the Ministries of Labor, Social Services, and Agriculture as well as local authorities such as municipalities are all involved in providing a variety of adult education programs. The Church of Greece, private organizations, trade unions, and large industries are among the other important agencies offering such services. Their programs vary from "Sunday school" activities to on-the-job and inservice training.

GLOSSARY OF SELECTED EDUCATIONAL TERMS

Greek	*English*
A	
Anotati ekpaideuse	University-level education
Anotera ekpaideuse	Higher education at non-university level
Apolyterion	Certificate of completion of studies in both elementary and secondary schools
D	
Daskalos	Primary school teacher
Demotiki	Spoken or everyday language
Demotiki ekpaideuse	Primary education
Diatrivi	Doctoral dissertation
Didaktea Ili	Prescribed subject matter to be taught

Didaktorikon ..... Doctoral degree

E

Endiktiko ..... Certificate of completion of grade level

Epitheoritis ekpaideuseos ... School inspector

Exetases ..... Examinations

F

Frontistiria ..... Private institutions preparing students to pass university entrance examinations or examinations in the *lycea* or offering more general assistance for advancing through the school system

G

Gymnasium ..... Originally the secondary 6-year school, grades 7-12; now a 3-year, lower cycle secondary school, grades 7-9

Gymnasiarchis ..... Secondary school principal

H

Hellenike Dimocratia ..... Hellenic Republic

K

KATEE ..... Center for Higher Technical and Professional Studies

Katharevousa ..... Formal or purist Greek language

Kathigitis ..... Secondary school or university instructor

KEME (Kentro Ekpedeutikon Meleton Ke Epimorfoseos) Center for Educational Studies and In-Service Training—within the Ministry of Education

L

Lykion (lyceum) ..... The 3-year, upper cycle secondary school, grades 10-12

M

Mathitis ..... Student

Monothesia scholia (dithesia, exathesia, dekapentathesia, etc.). One-teacher primary schools (2-teacher schools, 6-teacher schools, 15-teacher schools, etc.)

N

Nomoi ..... Prefectures

O

Orologiako programa ..... National program of studies in schools

P

Panellinies exetases ..... National examinations taken by *gymnasium* students to enter the *lyceum* and by *lyceum* students to receive their certificates

Panepistimio ..... University

Pedagogiki akademia ..... Pedagogical academy or teacher-training college

Periferiaka panepistimia ... Provincial universities

Ptychion ..... First degree or university diploma

S

Scholio ..... School

SELETE ..... Technical and Vocational Teacher-Training College

Spoudastis ..... University student

T

Technike schole ..... Technical school

V

Voulé ..... The Parliament

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